

LYLE EGAN HIGH SCHOOL

School Accountability Report Card

Reported for School Year 2006-07 Published During 2007-08

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2006-07 Executive Summary

School:	Lyle Egan High School		
Address:	15180 South Euclid Ave, Chino CA 91710-9148	Phone:	(909) 606-5094
Principal:	Michael Jaurequi, Ed.D.	Grade Span:	9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Division of Juvenile Justice educates and rehabilitates youthful offenders who are remanded to the California Department of Corrections and Rehabilitation. Lyle Egan High School (LEHS) is one of eight accredited comprehensive high schools in the California Education Authority (CEA) dedicated to helping offenders reach the goal of a high school diploma or GED prior to parole. LEHS is a WASC-accredited school which offers high school diplomas, vocational certifications, and opportunities for a two-year college degree.

Student Enrollment

Group	Enrollment
Number of students	661
African American	37.97 %
American Indian or Alaska Native	0.61 %
Asian	0.91 %
Filipino	0.3 %
Hispanic or Latino	52.5 %
Pacific Islander	0.45 %
White (not Hispanic)	6.96 %
Multiple or No Response	0.3 %
Socioeconomically Disadvantaged	100%
English Learners	27%
Students with Disabilities	17%

Teachers

Indicator	Teachers
Teachers with full credential	58
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Annual asbestos inspections show no unencapsulated surfaces. Annual water quality analysis shows all particulate matter well within allowable limits.

Repairs Needed

Much of the roof in the Sector I wing of the school was damaged during windstorms in August 2007. One classroom lacks an operable phone connection. Some door locks require repair.

Corrective Actions Taken or Planned

New roof was installed in Sector I in January 2008. All necessary door lock repairs have been made.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Science Laboratory Equipment	N/A

(Science classes conducted within housing units do not use lab equipment for safety reasons.)

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$21,525
District	\$27,306
State	\$7,521

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	2%
Science	0%
History-Social Science	0%

Academic Progress

As a state-operated school for the Division of Juvenile Justice, Lyle Egan High School's accountability measure falls under the ASAM program instead of the API system.

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	N/A
Statewide Rank (from 2007 API Base Report)	N/A
2007-08 Program Improvement Status (PI Year)	N/A
2007 ASAM Average Reading Growth	- 6 points
2007 ASAM Average Math Growth	+ 4 points
2007 ASAM Graduation Rate	21%

School Completion

As shown below, different school completion formulae can produce widely varying results when applied to students who are incarcerated as freshmen, but who frequently have paroled by the time they are seniors.

Indicator	Result
Graduation Rate (SARC Formula)	100%
Graduation Rate (CSIS Formula)	39.6%
Graduation Rate (ASAM Formula)	21%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0.3%
Graduates Who Completed All Courses Required for UC or CSU Admission	0%

2006-07 FULL REPORT

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data

tool at <http://www.cde.ca.gov/ta/ac/sa/ap1/http://data1.cde.ca.gov/dataquest> , contains additional information about this school and comparisons of the school to the district, the county, and the state

I. About This School

Contact Information

School		District	
School Name	Lyle Egan High	District Name	CEA San Bernardino Co
Street	15180 South Euclid Ave.	Phone Number	(916) 262-1500
City, State, Zip	Chino , CA 91710-9148	Web Site	http://intranet/DJJ/education/edu_home.asp
Phone Number	(909) 606-5094	Superintendent	Doug McKeever, Director of Programs
Principal	Michael Jaurequi	E-mail Address	Doug.McKeever@cdcr.ca.gov
E-mail Address	mjaurequi@cya.ca.gov	CDS Code	36-32276-3638459

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement

Heman G. Stark Youth Correctional Facility is a correctional rehabilitation center located in Chino for juvenile offenders throughout California. Lyle Egan High School is the school located within that facility which provides the educational component of the site's rehabilitative mission.

Lyle Egan High School offers academic coursework leading to a high school diploma, preparatory courses leading to a GED, vocational courses leading to certification, and junior college courses (through the University of La Verne) leading to an associate of arts degree. The school is accredited by the Western Association of Schools and Colleges, uses only credentialed faculty members, and requires the California High School Exit Exam for graduation. Services are available for both special education students and English learners, and all students must complete coursework in value-based character education.

Opportunities for Parental Involvement

All students at Lyle Egan High School are wards of the state of California, which therefore provides most caregiver functions—housing, meals, security, counseling, education, and medical treatment. Biological parents may interact with their incarcerated sons by phone and by mail, in person on weekend visiting days, at IEP or LAT meetings (for special education or English learner minors) and at the annual graduation exercise.

Under the institution's behavior incentive program, students can earn additional visiting opportunities by accumulating merit points. On week nights, non-relative parent surrogates in the Match-2 program may visit wards lacking family support. Parents may also volunteer to participate on the facility's Family Council.

Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	2
Grade 9	62
Grade 10	146
Grade 11	273
Grade 12	178
Total Enrollment	661

Student Enrollment by Group

Group	% of Total Enrollment	Group	% of Total Enrollment
African American	37.97 %	White (not Hispanic)	6.96 %
American Indian or Alaska Native	0.61 %	Multiple or No Response	0.3 %
Asian	0.91 %	Socioeconomically Disadvantaged	100%
Filipino	0.3 %	English Learners	41%
Hispanic or Latino	52.5 %	Students with Disabilities	24%
Pacific Islander	0.45 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05		2005-06		2006-07	
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms
English	13.2	6	9.3	6	7.6	17
Mathematics	15.0	5	17.3	3	11.1	9
Science	16.5	2	16.5	2	8.9	14
Social Science	15.0	10	11.8	5	9.2	20

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The facility in which Lyle Egan High School is located operates under a comprehensive Multi-Hazard Plan which incorporates an on-site uniformed peace officer force, an occupational safety department, a gang affiliation tracking system, mutual-aid agreements with local public safety agencies, a tolerance promotion committee, a positive behavior incentive program, and a negative behavior consequence process, all coordinated by the on-site offices of Health and Safety, Security, and Disciplinary Decisions.

All faculty wear personal alarms, receive annual safety training in a variety of topics, and are certified as disaster workers by FEMA. All security officers are trained as first-aid responders, and the facility is staffed both with medical and mental health professionals, and with chaplains for all major faiths.

All classrooms have evacuation maps, fire alarms, emergency lighting, and telephones. Weekly faculty meetings include classroom management techniques, Student Support focus group meetings, and the development of plans for an Alternative Behavior Learning Environment. All students are required to take values-based character education courses, and are encouraged to participate in student council. The school has academic advisors, a guidance counselor, a transition coordinator, school psychologists, a special education department, and a School Consultation Team—all focused on appropriate conduct, a safe learning environment, and the removal of barriers to learning.

The facility itself offers group therapy, structured journaling, an Intensive Treatment Program, a Specialized Counseling Program, a Substance Abuse Treatment Program, a Special Management Program (Behavior Treatment Program), and a youth offender parole board.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	N/A	N/A	N/A	N/A	N/A	N/A
Expulsions	N/A	N/A	N/A	N/A	N/A	N/A

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements

Among the many trades taught in Lyle Egan’s vocational department are courses in environmental sanitation, building maintenance, landscaping, and masonry. To provide the students in these classes with hands-on experience in these occupations, most routine school cleaning, repairing, gardening, and stonework is done by such students.

Lyle Egan High School is located within a correctional facility which has its own plant operations department—complete with plumbers, electricians, exterminators, and building repair staff. These tradespersons provide additional classroom repairs, installations, and pest control services. For construction needs, the correctional facility uses competitive state bidding to hire professional contractors.

The school currently has 21 academic classrooms, a library and gym, and 24 vocational shops—including an operating barbershop and culinary arts restaurant. Classrooms also exist on restricted housing units.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates	x			
Interior Surfaces	x			
Hazardous Materials	x			asbestos monitoring is done annually
Structural Damage	x			
Fire Safety	x			facility has an on-site full-time Health and Safety Officer
Electrical	x			facility has two on-site full time electricians
Pest/Vermin Infestation	x			facility has an on-site full-time exterminator
Drinking Fountains	x			water quality testing is conducted annually
Restrooms	x			most classrooms have bathrooms
Sewer	x			facility has an on-site full-time plumber
School Grounds	x			facility has two on-site full-time groundskeepers
Roofs	x			
Overall Cleanliness	x			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	• Good	Fair	Poor
Overall Summary	The school routinely requires repair services, as well as upgrade			

	construction projects, both of which are regularly supplied by the on-site Plant Operations section in conjunction with outside contractors hired through competitive bidding.
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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	39	41	58	252
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	35	17	15

Core Academic Classes Taught by NCLB-Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	43.1%	56.9%
All Schools in District	79.8%	20.2%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in	N/A	N/A

District		
Schools within the Division of Juvenile Justice cannot be categorized by poverty levels because students are remanded to its jurisdiction from all economic and geographical areas of California and receive equitable funding once incarcerated.		

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	1	
Library Media Services Staff (paraprofessional)	0	
School Psychologists	3	
Clinical Psychologists	13	
Clinical Psychiatrists	5	
Social Workers	202	
Nurses	14	
Doctors	5	
Dentists	3	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	0	
Other (Coordinators for Scheduling, Assessment, EL, Transition)	4	

Lyle Egan High School is located inside a juvenile criminal rehabilitation center. The center itself employs hundreds of youth correctional counselors—who are reported as social workers above, more than a dozen professional therapists—reported as clinical practitioners above, and almost a dozen licensed nurses in the on-site medical clinic.

VI. Curriculum and Instructional Materials

Quality/Currency/Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Since Lyle Egan High School is part of a correctional facility, its students are subject to restrictions on the items which can be in their personal possession. Consequently, the primary means for supplying textbooks to students is for teachers to maintain classroom sets for use during class periods rather than assigning such materials to individuals.

Percent of Pupils Lacking Their Own Assigned Textbooks and Instructional Materials		
Core Curriculum Area	Quality/Currency/Availability of Textbooks and Instructional Materials	
Reading/Language Arts	As LEHS works toward complete compliance on English learner services, full student and teacher accessibility to Hampton-Brown® <i>High Point</i> materials continues to improve.	0%
Mathematics	Students at all levels—from basic math to geometry—have use of appropriate math materials aligned to state or national standards, including new business math textbooks procured this year.	0%
Science	Ample supplies of core and supplementary science textbooks are in use.	0%
History-Social Science	New series of California editions for world history, US history, economics, and government were purchased and deployed this year.	0%
Foreign Language	This curricular area is not offered at Lyle Egan High School.	N/A
Health	This curricular area is not offered at Lyle Egan High School.	N/A
Science Laboratory Equipment (9 th - 12 th)	Due to security concerns, dissection and glassware equipment has been largely replaced with Glencoe®'s <i>Virtual Lab</i> software.	N/A

VII. School Finances

Expenditures per Pupil and School Site Teacher Salaries (FY 2005-06)

This table displays a comparison of the school's per-pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec> and <http://www.cde.ca.gov/ds/fd/cs>.

LEHS school site average teacher salary is the 2005-06 salary schedule mean of the bottom of Range A and the top of Range G. CEA district average teacher salary is the 2005-06 salary schedule mean of the bottom of Range A at the lowest compensation school and the top of Range G at the highest compensation school. LEHS expenditure per pupil is the sum of school site funding divided by the sum of the enrollment on the CSIS *School Enrollment Summary* and the number of postsecondary students in the school on CBEDs day. District figures are the averages of the figures for all schools in the California Education Authority. N/A indicates Not Available.

Level	Expenditures per Pupil			Average Teacher Salary
	Total	Supplemental	Basic	
School Site	\$15,221	\$471	\$14,751	\$79,178
District	\$21,712	\$1,374	\$20,338	\$76,658
% Difference: School Site	-30%	-66%	-27%	+3%

and <u>District</u>				
State	\$7,521	N/A	N/A	\$63,640
% Difference: School Site and <u>State</u>	+102%	N/A	N/A	+ 24%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources. The following programs and supplemental services are available at Lyle Egan High School:

Title 1 (ESEA)	Carl Perkins Part A (State Leadership)	Proposition 98 (General Fund)	Library Media Program
Title 3 (ELL)	Carl Perkins Part B (Secondary Education)	Lottery (State Special Fund)	Special Education IDEA, Part B
Workforce Investment Act (Adult Education, Family Literacy)			

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs> and of greater importance, at <http://www.cde.ca.gov/ta/ac/sa/salaries0506.asp>.

Category	Range	CEA District Amount	State Average for Districts in Same Category (1,000 – 3,999 ADA)
Beginning Teacher Salary	A – C	\$55,418 – \$78,173	\$38,525
Mid-Range Teacher Salary	D – E	\$61,444 – \$96,094	\$61,143
Highest Teacher Salary	F – G	\$65,820 – \$102,938	\$78,754
Average High-School Principal Salary		\$81,588 – \$104,172	\$102,007
Superintendent's Salary		\$74,076 – \$160,572	\$134,261
% of Budget for Teacher Salaries		95%	36.7%
% of Budget for Administrative Salaries		1%	6.1%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>.

CST Results for All Students—Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
ELA	3%	2%	1%	3%	2.2%	1%	40%	42%	43%
Math	2%	0%	*	1.5%	3.5%	2%	38%	40%	40%
Science	0%	0%	0%	0.7%	1.7%	1%	27%	35%	38%
Social Science	1%	0%	0%	1.8%	0.5%	1%	32%	33%	33%

CST Results by Student Group—Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. Asterisks indicate student groups of fewer than 10 individuals, which are nonreportable for privacy reasons. No females are enrolled at LEHS, so N/A has been used.

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Mathematics	Science	Social Science
African American	0 %	*	*	0 %
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	0 %	*	0 %	0 %
Pacific Islander	*	*	*	*
White (not Hispanic)	*	*	*	*
Male	1%	*	0 %	0 %
Female	N/A	N/A	N/A	N/A
Economically Disadvantaged	1 %	*	0 %	0 %
English Learners	0 %	*	*	0 %
Students with Disabilities	0 %	*	*	0 %
Students <i>Receiving</i> Migrant Ed Services	N/A	N/A	N/A	N/A

Norm-Referenced Test (NRT)

NRT Results for All Students—Three—Year Comparison
NRT Results by Student Group—Most Recent Year

No results shown because CDE's norm-referenced test, currently the California Achievement Test, Sixth Edition (CAT 6) is administered only to students in grades 3 and 7.

CAHSEE Results by Student Group—Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period. Asterisks demote groups smaller than 11 students. No females attend LEHS and migrant services are not offered.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	97.8 %	2.2 %	0 %	100 %	0 %	0 %
Male	97.8 %	2.2 %	0 %	100 %	0 %	0 %
Female	N/A	N/A	N/A	N/A	N/A	N/A
African American	100 %	0 %	0%	100 %	0 %	0 %
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	96.3%	3.7 %	0 %	100 %	0 %	0 %
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	100 %	0 %	0 %	100	0 %	0 %
Socioeconomically Disadvantaged	97.8%	2.2 %	0 %	100	0 %	0 %
Students <i>Receiving</i> Migrant Ed Srvcs	N/A	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	100 %	0 %	0 %	100 %	0%	0 %
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California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf>.

Grade Level	Percent of Students Meeting Fitness Standard
9	41%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks—Three-Year Comparison

API Changes by Student Group—Three-Year Comparison

Adequate Yearly Progress

AYP Overall and by Criteria

As an alternative school, Lyle Egan High School's performance is measured by **ASAM indicators** instead of the API and AYP indices.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area. However, the intervention recommendations displayed are from the 2005-06 Alternative Schools Accountability Model School Report Summary. For additional information see <http://data1.cde.ca.gov/dataquest/ASAM>.

As an alternative school, Lyle Egan High School's performance is measured by **ASAM indicators** instead of the API and AYP indices.

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

The following table displays the one-year dropout rates and graduation rates for the most recent three-year period. However, wards of the state are unable to drop out of Lyle Egan High School

while incarcerated, since education is a central component of their criminal rehabilitation and since they are physically prohibited from leaving the grounds.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A	3.3%	3.1%	3.5%
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	85.3%	84.9%	83.3%

The graduation formula used by SARC will erroneously yield a figure of 100% when applied to schools which do not permit students to drop out, regardless of the true rate at which students are graduating. Therefore, a SARC graduation rate cannot be computed for Lyle Egan High School. However, the percentage of seniors graduating within their senior year at Lyle Egan High is shown in the table below, as computed by the CSIS *LEA Enrollment Summary* for CBEDS 2006-07.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs>.

This table displays by student group the percent of seniors who graduated within their senior year (began the 2006-07 school year in the 12th grade (per October 2006 CBEDS) and met all state and local graduation requirements for 12th grade completion within that year, including having passed both portions of the CAHSEE or having received a local waiver or a state exemption). State data was not supplied by CDE again this year.

Group	Graduating Class of 2007		
	School	District	State
All Students	39.6%	52.6%	N/A
African American	15.9%	17.5%	N/A
American Indian or Alaskan Native	0%	0.4%	N/A
Asian	0.6%	1.8%	N/A
Filipino	0.6%	0.2%	N/A
Hispanic	20.1%	24.1%	N/A
Pacific Islander	0%	0.8%	N/A
White (not Hispanic)	2.4%	7.8%	N/A
Socioeconomically Disadvantaged	39.6%	52.6%	N/A
English Learners	17.1%	12.0%	N/A

Students with Disabilities	11.6%	12.2%	N/A
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Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	890
Percent of pupils completing a CTE program and earning a high school diploma	0.3%
Percent of CTE courses articulated between the school and institutions of postsecondary education	0%

Courses for University of Calif and/or Calif State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Students Enrolled in Courses Required for UC/CSU Admission	42.6%
Graduates who Completed all Courses Required for UC/CSU Admission	0%

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement courses that the school offered by subject and the percent of the school's students enrolled in all AP courses.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	0%
English	0	0%
Fine and Performing Arts	0	0%
Foreign Language	0	0%
Math	0	0%
Science	0	0%
Social Science	0	0%
All Courses	0	0%

XI. Instructional Planning and Scheduling

Professional Development

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	72600	64,800
10	72600	64,800
11	72600	64,800
12	72600	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered if Lyle Egan High is classified as a continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	232 days	180 days
10	232 days	180 days
11	232 days	180 days
12	232 days	180 days